

# Report of Program Accreditation Recommendations

February 2014

## Overview

This report consists of recommendations made about the initial accreditation of professional preparation programs based upon institutional responses to program standards. The report also provides information on programs that have transitioned to revised program standards, programs that have elected to change to “Inactive” status or are requesting “Reactivation.” In addition the item presents requests from institutions for programs to be “Withdrawn.” The COA will review these requests and take action to formally withdraw the programs.

## Staff Recommendation

That the Committee on Accreditation grants initial accreditation (A) to the following preparation program(s), as recommended by the appropriate reviewers and take action to withdraw the following preparation programs as requested by the institution (E).

### **A. Programs for Approval by the Committee on Accreditation**

#### Program(s) of Professional Preparation for the Clear Education Specialist Induction

##### ***Oakland Unified School District***

The mission of the Oakland Unified School District’s Clear Education Specialist Induction Credential Program is to assist and support participating teachers to advance their knowledge and skills in relation to the California Standards for the Teaching Profession; and to help them become effective education specialists who lead programs that result in the success of all students. The OUSD Clear Education Specialist Induction Credential Program includes preparation and professional development designed to prepare Participating Teachers to effectively meet the needs of all students in their classrooms and on their caseloads. The OUSD Clear Education Specialist Induction Credential Program integrates ongoing collegial support and a research-based formative assessment system. The goal of the program is to build upon the Participating Teacher’s knowledge and skills acquired during teacher preparation and provide multiple job-embedded professional learning opportunities to improve their teaching practices within the context of their current teaching. Participating teachers engage in an ongoing learning process that follows a cycle of plan, teach, reflect, and apply. With the assistance of a trained mentor, Participating Teachers self-assess, set and reach professional goals, and develop as a professional through inquiry. All of this learning is framed with a commitment to equity and inclusion.

##### ***Panama Buena Vista Union School District***

The Panama-Buena Vista Union School District’s Clear Education Specialist Induction Program is a single district program designed as a two year job-embedded system of professional development and structured support for Education Specialist participating teachers. The program will serve beginning teachers with Preliminary Mild/Moderate or Moderate/Severe credentials and also for the candidates with Level 1 Education Specialist credentials. Each candidate is

assigned a qualified, trained support provider who will guide the candidate and provide individualized. . Through formative assessment, professional development experiences, and continuous reflection participating teachers develop practices that will ultimately lead to their own professional growth and the academic success of their students.

### ***Brentwood Unified School District***

Brentwood Unified School District's Clear Education Specialist Induction program involves collaboration between the program and the employer, offering multiple opportunities for support and professional development of Education Specialist candidates in their early years of teaching. Candidates will participate in an inquiry-based NTC Formative Assessment System (FAS) process specially designed for Education Specialists and their contexts. A partnership between the program and participating districts is designed to enhance a candidate's knowledge, skills and teaching abilities and provide multiple opportunities for reflection and practice. One on one mentoring provides individualized support and assistance through regular focused interactions and conversations. Each Education Specialist candidate is assigned a mentor who will provide weekly support throughout the year. As the LEA for the Far East Contra Costa County Consortium, Brentwood Unified School District's Clear Education Specialist Induction program will serve five school districts including Brentwood Unified, Byron Unified, Knightsen, Liberty and Oakley School Districts.

### ***West Covina Unified School District***

West Covina Unified School District's Clear Education Specialist Induction program provides a purposeful, logically sequenced structure of extended preparation and professional development to assist beginning teachers in meeting the academic learning needs of all students in each of the categories under IDEA including birth to age 22 and retain high quality teachers. The goal of the Clear Education Specialist Induction Program is to provide a relevant, meaningful, job-embedded induction experience that develops thoughtful, reflective Education Specialists and accelerates each candidate's professional growth. Program leadership and like credentialed mentors guide and support candidates through formative assessment processes and thoughtful reflection throughout the induction experience. This support is intended to develop a skillful, thriving community of Education Specialists that leads to retention of those teachers. As the LEA for the Foothill Consortium, West Covina's Clear Education Specialist Induction program will serve five local school districts in southern California including West Covina Unified, Bonita Unified, Charter Oak Unified, Claremont Unified and Glendora Unified School District.

### ***Concordia University Irvine***

*Concordia University Irvine proposes to offer the Clear Education Specialist Induction Program. The CUI Clear Education Specialist Induction program will be available to participating teachers who hold a Preliminary Mild/Moderate Education Specialist credential. The goal of the program is to collaborate with local school districts to build upon the Participating Teacher's knowledge and skills acquired during teacher preparation and provide multiple professional development opportunities to improve their teaching practices within the context of their current teaching setting. The CUI program will support Education Specialist Participating Teachers through the inquiry-based Formative Assessment for*

*California Teachers (FACT) process. Participating teachers will be provided a variety of support and professional development opportunities as they reflect, learn and apply new skills within the context of their own teaching setting to effectively meet the needs of all students.*

***California State University, San Bernardino***

*The Clear Education Specialist Induction program at California State University, San Bernardino (CSUSB) is designed to provide advanced coursework and fieldwork experiences to preliminary education specialist credential holders. The program focuses on the extension of competencies and skills of special education teachers so they can meet the needs of students with disabilities. It is designed to include advanced coursework in induction and specifically, coursework focusing on English Learners with disabilities as well as inclusion in general education settings. Using Formative Assessment for California Teachers (FACT) candidates will be expected to demonstrate knowledge of and ability to teach state-adopted academic content standards in their teaching assignments. The Clear Education Specialist Induction program will provide support to Participating Teachers (PTs) within their professional context by experienced and well trained instructors and Induction Support Providers. Collaborations with general educators, para educators, all service providers, parents, and the community are emphasized.*

***Palmdale Unified School District***

*The Palmdale School District is proposing to offer the Clear Education Specialist Induction Program to the district's Education Specialist teachers. The Induction program is available to teachers who hold a Preliminary Education Specialist Credential. Education Specialist candidates will complete a two year, job embedded inquiry-based Formative Assessment for California Teachers (FACT) as they learn current research based strategies and apply new skills within the context of their own classrooms, with their own students. Education Specialist Participating Teachers will work with the support of FACT-trained Education Specialist Support Providers as they reflect upon their experiences and develop practices that lead to their professional growth and academic success for all their students. Upon successful completion of the Program, Education Specialist Participating Teachers will be recommended for the Clear Education Specialist Credential.*

**Program(s) of Professional Preparation for the Administrative Services Clear Guidelines-Based Credential**

***Riverside County Office of Education (RCOE)***

The Riverside County Office of Education Clear Administrative Services Credential Program is a two-year guidelines-based program based on the California Professional Standards for Educational Leaders (CPSELs). These leadership standards provide the framework for what successful leaders do and are used by each candidate, in collaboration with a certified professional coach, to identify annual goals and an action plan called the Individualized Learning Plan (ILP). The program includes 30 hours of individual coaching each year, job-embedded professional development, formative and summative assessments, and a candidate portfolio to document growth and successful implementation of effective leadership practices.

### ***Tulare County Office of Education***

The Tulare County Office of Education's Clear Administrative Services Credential Program is based on the California Professional Standards for Educational Leaders (CPSELs). Candidates will participate in a two year personalized learning experience utilizing site based projects and individualized mentoring. Each candidate will work collaboratively to create and engage in practices designed to meet their leadership development needs. Development of goals, aligned to the California Professional Standards for Educational Leaders (CPSELs), enable candidates to engage in practical and relevant site-based experiences through development of an Individualized Mentoring Plan with a one to one mentor. Furthermore, use of 21st Century learning modalities and interactive e-collaboration mediums will provide candidates a professional innovative platform to begin work on their individual leadership development aligned with CPSEL goals.

### **Program(s) of Professional Preparation for the Pupil Personnel Services: School Counseling Credential**

#### ***Alliant International University***

*Alliant International University, Hufstедler School of Education (HSOE), Pupil Personnel Services (PPS) School Counseling program will prepare professionals who can help provide professional development services to teachers so that they are better adept to work with students in their respective multicultural classrooms. The need for the PPS credential in school counseling is evidenced by the need to service students' academic, career, personal and social development needs in the pre-K-12 setting, in accordance with the (ASCA) National Standards. School counselors collaborate with teachers so that students are more productive in the classroom and can meet the academic challenges required in schools residing in an ever diversifying California. Counselors are faced with various negative school issues such as bullying, drugs, violence, and crisis interventions. They are also faced with more positive planning activities such as career days, college fairs, scheduling courses and graduations. Candidates in Alliant International University's PPS School Counseling program will be prepared to work with families and communities as they navigate these various daily challenges of pre-K-12 stages of child/family development.*

### **Language and Academic Development Preliminary Credential**

#### ***Ventura County Office of Education***

*The Ventura County Office of Education (VCOE), Teacher Support Services, Language and Academic Development (LAD) Preliminary Education Specialist Program is being offered in partnership with the Ventura County Special Education Local Planning Area (SELPA), the second largest multidistrict SELPA in the state. The SELPA serves more than 15,000 special education eligible students with more than 3,000 special education teachers. As of 2012-13, the Ventura SELPA served 4,438 students with the primary eligibility of Speech and Language Impairment. The VCOE LAD is an integrated program of coursework and fieldwork for teachers who already possess an Education Specialist credential. By design, the VCOE LAD program will limit admission to teachers already holding a valid Mild/Moderate (M/M) or Moderate/Severe (M/S) Credential. As fully prepared special education teachers, Ventura County LAD candidates will have met the intern pre-service component during their prior program and have demonstrated many of the necessary skills and much of the required*

*knowledge prior to serving students with language and communication disorders. Candidates take a series of courses divided into three modules addressing the Education Specialist Preliminary Standards and LAD Standards 1-8. They attend all class sessions, participate in class activities (e.g., direct instruction, discussions, assessment practice), and complete a Case Study demonstrating and implementing knowledge and skills of the LAD program standards. The Case Study provides evidence of candidates' ability to provide academic and social/pragmatic supports to identified students with a language or communication goal. Upon satisfactory completion of all program requirements, candidates are recommended for the preliminary credential.*

#### Internship Programs:

##### ***Sacramento County Office of Education Single Subject Intern Program: Math and Science***

The Sacramento County Office of Education's proposed Single Subject Math and Science Intern Program is designed to prepare teachers with the necessary background to assume the duties of full-time classroom teachers. Through a sequence of pre-service classes and field observation, candidates will learn fundamentals of California standards for mathematics and science at the secondary level, fundamentals of lesson planning, formative and summative assessment, classroom management, lesson planning for English learners, basics of modifications and accommodations for exceptional learners, and educational technology. During their first two years of teaching, candidates will have four semesters of additional coursework and supervision in subject matter lesson planning, pedagogy, assessment, and differentiation for English learners, accommodations and modifications for exceptional students, and utilization of educational technology in classroom situations. This intern program is aligned with program standards, integrates the California Common Core State standards for mathematics and Next Generation Science Standards into the program, and prepares candidates to be effective classroom teachers.

#### Added Authorization: Bilingual: Spanish

##### ***California Polytechnic State University, San Luis Obispo***

California Polytechnic State University, San Luis Obispo's Bilingual Authorization in Spanish can be taken concurrently with the teaching credential in both multiple and single subject preliminary credential programs or as a post-credential program. The EDUCA Program, (professional bilingual teacher preparation program) in collaboration with our local bilingual education school district partners, is committed to addressing and supporting the diverse instructional and educational needs of emerging English language learners (ELLs). EDUCA Program candidates complete coursework that integrates bilingual education (history, politics and practices), first and second language acquisition (theory and practice), first and second language pedagogy and practices (including ELD and SDAIE), and Latino culture. Candidates completing EDUCA will be prepared to teach in bilingual education classrooms and will demonstrate their bilingual teaching competencies in local schools that serve culturally and linguistically diverse student populations. District partners include a variety of bilingual education models such as 90/10, 50/50, and transitional bilingual education programs. Multiple measures are used to assess the language competencies of candidates for the Bilingual Authorization across modalities, including CSET-World Languages subtest III, embedded performance-based assessments, field experiences, and signature assignments.

### Special Education Added Authorization

#### **California State University, East Bay**

*The Early Childhood Special Education Added Authorization (ECSEAA) at California State University East Bay (CSUEB) was developed in response to a need expressed by employers in local school districts for special educators to deliver Early Intervention and Early Childhood Special Education services. This program is designed for candidates who have completed their preliminary Education Specialist Credential and are seeking authorization to deliver Early Intervention (EI) and Early Childhood Special Education (ECSE) services to young children and their families. The program consists of 4 courses, sixteen quarter graduate level units presented in a hybrid course format. Coursework is complemented with field based assignments as well as a supervised fieldwork experience; candidates complete a minimum of 80 hours of supervised fieldwork. In this manner candidates have the opportunity to apply their knowledge and skills acquired in each course to authentic settings. The program is outcome based and provides candidates with the pedagogy to provide services to young children with special needs and their families. Each course includes fieldwork experiences related to student and family diversity, family support, assessment, curriculum planning, center/play learning experiences, and partnering with parents, para-educators, specialists and outside agencies. Candidates completing the program engage in research, online and in class activities, fieldwork relating to the pedagogy related to Young Children with Special Needs, Family Systems & Cultural Competence in EI/ECSE, Assessment & Intervention Planning for Young Children w/ Special Needs and Curriculum and Instruction in Early Childhood Special Education. Prior to recommendation for the ECSEAA, the program verifies that candidates have developed the knowledge and skills and have the dispositions to teach and support children with developmental delays, specific learning disabilities, traumatic brain injury, other health impairments, autism spectrum disorders, mild, moderate and severe mental retardation, emotional disturbances, low incidence and multiple disabilities and their families.*

### Early Childhood Special Education Added Authorization Intern Program

#### **Los Angeles Unified School District**

*In response to the growing needs within Los Angeles Unified School District, the District Intern Program worked in collaboration with LAUSD's Early Childhood Special Education division and other experts in the field of special education to design an Early Childhood Special Education Added Authorization program. The proposed program consists of three courses: The Characteristics of Infants, Toddlers and Young Children with Disabilities and the Role of the Family in Early Childhood Special Education; Assessment and Intervention/Instructional Strategies: Birth through Pre-Kindergarten and Observation and Field Experience in Early Childhood Special Education Programs. The first two courses lay the foundation (Birth - Pre-K) for the fieldwork that occurs in the third course. Throughout the program candidates are required to demonstrate their understanding of all early childhood learning theories as well as specific support and teaching strategies for children (Birth – Pre-K) through reflective journals and projects. The fieldwork provides the candidate opportunities to demonstrate the knowledge gained in the first two courses and to hone skills through real experience. Participants complete a culminating portfolio that provides evidence that reflects the CTC program standards. Upon*

*successful completion of all three courses and the culminating portfolio, candidates will be recommended for an ECSE AA.*

**B. Notification about the Transition of Professional Preparation Program(s)**

*The items listed below are for notification purposes only. No action is needed.*

At each meeting, this section of the Program Approval item will update the COA as to what programs have transitioned to recently updated standards.

**Correction:** The minutes of the August 2011 meeting of the COA show that the *Autism Spectrum Added Authorization* program at *Antioch University* had transitioned to updated standards. There is no such program offered at Antioch University, and therefore, inclusion on this list was in error.

**C. Program(s) of Professional Preparation Moving to Inactive Status**

*The items listed below are for notification purposes only. No action is needed. To re-activate the program, the institution must make a formal request to the COA which must take action. The inactive program will be included in the accreditation activities in a modified manner as determined by the COA (Accreditation Handbook, Chapter 3.)*

***Oceanside Unified School District***

*General Education Induction Program, effective November 8, 2013.*

***Glendale Unified School District***

*General Education Induction Program, effective August 1, 2014.*

***University of California, San Diego:***

*Preliminary Multiple Subject Intern Option: effective November 21, 2013.*

***California State University, Long Beach***

*Health Services (School Nurse) Credential: effective January 31, 2014.*

***California State University, San Marcos***

*Single Subject Intern Program*

***University of California, Los Angeles***

*Pupil Personnel Services Credential: School Counseling: effective December 31, 2013*

*Pupil Personnel Services Credential: School Counseling, Intern Option: effective December 31, 2013.*

***California State University, Monterey Bay***

*Reading Certificate: effective February 6, 2014*

#### **D. Professional Preparation Programs(s) Requesting Reactivation**

*When an approved program has requested to on **Inactive** status, the program must return to the COA to request to be **Reactivated**. Depending on the amount of time that the program has been inactive and if there have been updated or new standards adopted, the COA may request additional information from the institution including for the institution to address the COA and describe the steps being taken to reactivate the program, or require a new program proposal be submitted and reviewed.*

*Staff will review all requests to reactivate a program and make a recommendation to the COA. The recommendation will consider the length of time a program has been inactive, the place the institution is in the accreditation cycle, if standards for the program have been recently updated, and any other information related to the program. The COA may accept the staff recommendation or require the program to present additional information prior to taking action on the request.*

There are no programs requesting reactivation.

#### **E. Recommendation about the Withdrawal of Professional Preparation Program**

Withdrawal of the following programs has been requested by the institutions offering them. The date of withdrawal will be the date of the COA's action.

*When an institution withdraws an educator preparation program the institution must wait a minimum of two years before the institution may request re-accreditation of the program (Accreditation Handbook, Chapter 3.)*

***Point Loma Nazarene University***

***California Teachers of English Learners (CTEL)***

***Oceanside Unified School District***

***General Education (MS/SS) Clear Induction Program***

***California State University, Fresno:***

***School Nurse Services: Special Class Authorization***

#### **Program Clarification:**

**General Education (Multiple and Single Subject) Induction Programs** are offered by colleges, universities, school districts, or county offices of education and allow an individual holding a Preliminary MS or SS teaching credential to earn a clear teaching credential. A General Education Induction program sponsored by a school district or county office of education may elect to include BTSA in its name but it will not be included on the Commission's approved programs web pages.

**General Education (Multiple and Single Subject) Clear Programs** are offered by colleges or universities and allow an individual holding a Preliminary MS or SS teaching credential to earn a clear teaching credential when the candidate has a CL 855 form signed by an employer.